

Talking Points during Interactive Storybook Reading: A Self-reflection Tool

Moore, S.M. Prepared for Project Learn 11/30/2010

Things to Consider when Reading Interactively with Children

DO I...

- ☐ Watch, observe, and listen before initiating or responding to children's initiations?
- ☐ Allow the children to initiate by using appropriate "wait time"?
- ☐ Ask too many questions?
- ☐ Give too much information at once?
- ☐ Read too fast?
- ☐ Interrupt the child's contributions?
- ☐ Match the child's level of language and check for comprehension?
- ☐ Encourage questions from the children?
- ☐ Use open-ended questions to build anticipation and prediction (What do you think will happen next?") to scaffold responses or "cloz" technique to encourage participation and allow children to fill in words..."Brown Bear Brown Bear What do you?
- ☐ Avoid test questions?
- ☐ Provide choices for answers when needed to scaffold successful responses and participation in the story?
- ☐ Focus on narrative schema and sequencing to enhance narrative knowledge?
- ☐ Encourage story reading and retell especially in small groups?
- ☐ Provide opportunities for peers to read together throughout the day or in small groups with me?

DO I...

- ☐ Provide a strong language model ...use appropriate grammar and use words appropriately in terms of their meaning while I talk about or elaborate about the story?
- ☐ Reflect or repeat what the child is trying to say?
- ☐ Use self-talk by talking about what I am reading or thinking?
- ☐ Match each child's level of language?
- ☐ "Bump up" or "Up the ante" and expand the child's words to the next level to model expanded expressive language?

- ☐ Stay with the child's topic...and expand if appropriate?
- ☐ Take advantage of the teachable moment for language and literacy enhancement?

DO I

- ☐ "Prime the Pump": Prepare the child by making sure he/she knows key words in an activity or reading... picture walks that include title and author and illustrator?
- ☐ "Frame" and incorporate basic concepts ("beginning...middle and end") into conversations and interactive storybook reading?
- ☐ Introduce "New Words"...vocabulary?
- ☐ Explain meaning of words with "word a~likes" (really big...large...huge...enormous) and negotiate meaning of new words introduced in the story?
- ☐ Reinforce print and ABC knowledge by referencing print for word and letter identification?
- ☐ Play with the sounds, rhymes, alliteration and other activities aimed at phonological awareness?
- ☐ Provide a variety of activities and books to solidify new learning and extend story learning through activities and play (world knowledge)?

I'm really good at...

I need to think about how I...

